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ABSTRACT

A six-month grant was made with Title I Higher Education Act funds from the Office of Human Relations Programs and matching funds from the University of Maryland's College of Library and Information Services to assess the feasibility of and develop plans for a special information center to serve student, faculty and staff women on the College Park campus. An in-depth study of a random sample of campus women established the need for such a center, and yielded data about information needs and information-seeking behavior of the women. It also laid the groundwork for future study of their attitudes toward the feminist movement. The Cantril self-anchoring scale was used. A center was designed, including the development of a thesaurus for information of interest and concern to women in the United States. Recommendations are made for the technical and administrative organization oof the center. (Author/SJ)

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THE WOMEN'S INFORMATION CENTER PROJECT

FINAL REPORT

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August 27, 1973

Submitted to:

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A six-month grant was made with Title I H.E.A. funds from the Office of Human Relations Programs and matching funds from the College of Library and Information Services to assess the feasibility of and develop plans for a special information center to serve student, faculty and staff women on the College Park campus. An in-depth study of a random sample of campus women established the need for such a center, and yielded data about information needs and information-seeking behavior of the women. It also laid the groundwork for future study of their attitudes toward the feminist movement. The Cantril self-anchoring scale was used. A center was designed, including the development of a thesaurus for information of interest and concern to women in the United States. Recommendations are made for the technical and administrative organization of the center.

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.. INTRODUCTION

In the spring of 1972 women were organizing many programs and groups on the College Park campus of the University of Maryland. There were scattered women's studies courses underway, increasing pressures from Women's Caucus to gain equity for women in all aspects of campus life, and a peer counseling program in contraception and abortion, to name a few. The women of the University, students, faculty and staff, were beginning to organize to demand an equitable share in community life.

That spring both women and men began to express a need for a place where information about all campus women's activities could be centralized. The women felt this as more than a need for political coordination. American universities have always been organized predominantly by men and for men, and their intellectual products, even the female ones, tended to perpetuate male dominance That spring at Maryland, as had happened many times before at other universities, women felt a need to change the university to reflect both male and female perspectives, to create their own place in it, to help their sisters to become aware of male patterning, social and intellectual.[1]

In other words, women wanted both to help each other find the resources to survive and prosper in what was still largely an alien, male world, and to foster the development of an authentically female approach to university education.

The idea of an information center for women first took shape in the discussions of an informal women's group in the College of Library and Information Services (CLIS). A memorandum from the Office for the Vice Chancellor for Student Affairs had been circulated proposing that his office become a clearinghouse "in order that (the Vice Chancellor) might become more aware of what all the issues are, and which groups are dealing with which issue"[2]

and to "help the organizations to coordinate their activities so that they can work together and not duplicate efforts."[3] The women in the CLIS group, reading this, agreed that some device was needed to improve communication among groups, but also to help individual women take advantage of University resources. However, they felt that, both organizationally and physically, a more neutral setting than the University administration would be necessary for the center to prove effective. They further agreed that for the service to be most useful it should be designed and set up by people with expertise in special information centers, for example the women of CLIS.

The author was part of this group and she, working with another CLIS doctoral student, Karen Levitan, began drawing up a proposal to create a special information center for women. They had the immediate support of Women's Caucus and Dean Chisholm of CLIS. Plans were made to offer a seminar in the summer, 1972 term for advanced CLIS students in collaboration with William Wilson of the CLIS faculty. The seminar participants were to "learn by doing" the design and implementation of a special information center.

On May 4 Levitan, Wilson and the author presented their ideas to Vice Chancellor for Student Affairs, Daniel Bratton. He gave his full support to the idea of an apolitical and professionally organized information center, governed by a policy board composed of representatives from his office, CLIS, Student Government association, Women's Caucus and Women's Liberation.

Shortly thereafter, the CLIS curriculum committee officially approved the seminar, and detailed plans were laid. Nine students preregistered and attended a pre-term planning meeting. A request was made for operating funds for the first year to the University budget committee and to Student Government Association.

On June 20 two unrelated events combined to force the postponement of the project. The University budget committee failed to approve the request for

operating funds, thus turning the seminar into an empty exercise. At the same time, several of the preregistered students were forced by illness and personal matters to withdraw from summer school, leaving the seminar enrollment below the previously set critical number of seven. Thus, the seminar was cancelled and the whole project put aside for the summer.

In August the project was revived when Yolande Ford, Director of Human Relations Programs suggested to the author that part of her office's Title I Higher Education Act grant might be used to develop a women's information center during the 1972-1973 academic year. During the fall semester, then, Karen Levitan and the author developed a proposal for a development and pilot project.

On September 15 they turned in a draft proposal for a women's information center to serve the population of College Park, Lakeland and Berwyn Heights. It was to be located in a storefront on a major thoroughfare. It was designed as a reference and refferal center handling information on such topics as job training and career development, child-care, housing, transportation, legal rights, women's activities and financial credit. Plans were made to give information service in the following ways: by answering questions with specific facts, by making referrals to other information sources or agencies, and by clarifying ambiguous or technical documents. The College of Library and Information Services welcomed the program and promised matching funds. A copy of this proposal is to be found in Appendix A.

By early October Ms. Ford had added a career counseling and staff development program to the proposal and the information center was expanded to include minority groups. The target community was expanded to include minority group members and women with a high school education or less in all of Prince George's County. The proposal was submitted on October 13 to the Department

of Health, Education and Welfare with assurances of matching funds from the University.

This proposal was not accepted. However, by November, Ms. Ford was able to find funds from her other, ongoing, Title I grant to support a six-month development and pilot project for a Women's Information Center, with matching funds from the College of Library and Information Services. It was to be set up along the lines of the September draft, but with the target group defined as the University of Maryland community.

The project began on January 15, 1973, and ended the following July 15. Staff consisted of the author as full-time director, a graduate assistant who was an advanced student in the CLIS Master's degree program, working twenty hours per week, and three types of unpaid student workers. The latter were all CLIS Master's program students. Three of them took independent study courses with CLIS faculty, their coursework consisting of major contributions to the Women's Information Center Project (WIC). One, for example, developed a special indexing language to be used by the Center to retrieve facts. Five students wrote term papers for regular courses in the CLIS curriculum which focused on some aspect of the WIC development. Two students worked as volunteers on specific assignments.

The work of designing and setting up the Women's Information Center began with a search of the literature for reports on the development of similar centers. The closest model to be found was that of the Citizens Advice Bureaux which have operated for thirty years in Britain. They are described in detail by Alfred Kahn in his book, Neighborhood Information Centers.[4] Dr. Joseph C. Donohue's report of his project to transfer the British model to a U.S. city, The Public Information Center Project, was also very helpful.[5] As noted by Dr. Donlhue in 1971, there is much in the literature that is tangential to the business of setting up a special information

center for women, but precious little that is directly relevant.

In some respects, the WIC is similar to a hot line or crisis intervention center. It responds to many questions with facts or referrals to people or agencies that provide services; and it frequently deals with people's day to day living problems in such areas as health, welfare, housing and transportation. It is also similar in its policies of follow up and of advocacy (i.e. calling for or going with a user to make certain that the person to whom the user is referred understands and deals adequately with the user's problem). It differs from a crisis intervention center in that it supplies information which it hopes will prevent crises, and the staff are not fully equipped to intervene in such emergencies as imminent suicides or personality breakdowns. Workers are trained, as are hot line volunteers, to be sensitive to people's needs and difficulties in communication; but, if feasible, such crises would be referred to the campus HELP center. Also, the age range of the WIC users is expected to be far wider than the predominantly teenage users of hot lines.

In other respects the Women's Information Center is similar to an information analysis center. The staff combines facts drawn from many sources to produce answers to user's questions. In doing this, it is necessary to analyze the content of documents much more fully than is done in libraries, and to devise methods for storing and retrieving information in smaller units than books, journals or reports.

In still other respects, it is similar to libraries. Much of the information that passes through the WIC is in printed form, and many requests are expected to be for the location of literature dealing with various aspects of the women's movement. Yet the WIC has no collection of documents other than a few published reference sources and a special collection of research reports done at the University of Maryland relating to women.

Figure 1 shows a chart from Anne Painter's analysis of different types of information services with a column added by the author for crisis intervention centers, which were not yet established when the analysis was done, and another to show the Women's Information Center. The top of the matrix is labeled "activity" and lists libraries, information centers, and other types of information agencies. The side of the matrix, labeled function, lists various services that such agencies perform.

FIGURE 1

FUNCTIONAL COMPARISON OF FEDERAL INFORMATION ACTIVITIES

FUNCTION	LIBRARY	INFO. CENTER	ANALYSIS CTR.	DOCUMENTATION CENTER	PUBLICATION	CLEARINGHOUSE	REFERRAL CTR.	CRISIS INTER-VENTION CTRS.*	W.I.C.*
	ACTIVITY								
Collection									
Document	x	x		x		x			
Data		o	o	o		o	o	o	o
Processing									
Document	x	x		x	x	x			
Data		o	o			o	o		o
Storage									
Document	x	x		x	x	x			
Data		o	o			o	o	o	o
Retrieval									
Document	x	x			x	x			
Data		o	o			o		o	o
Dissemination									
Document	x	x		x	x	x			
Data		o	o	o		o	o	o	o
Publication									
Document					x				x
Data			o						?
Announcement									
Document		x		x	x				?
Data		o							?
Information Generation									
Document			x						?
Data			o						?
Service (Spec.)									
Document	x	x		x		x			
Data			o	o					
Referral									
Document	x	x		x		x	x		x
Data						o	o	o	o
Consultation & Advice in Discipline		x	x					x	x
Archives	x			x					o

Key
x = Document
o = Data
? = Possible future service
* = Columns added by author

Anne F. Painter. The Role of the Library in Relation to Other Information Activities: a state-of-the-art review. Washington, D.C.: U.S. Army Office of Chief of Engineers, August, 1968. TISA Project Report No. 23. P. 23.

FOOTNOTES

[1]For a more detailed development of this theme see: Women's Studies Advisory Committee, University of Maryland, College Park Campus. Women's Studies Program Proposal. August 15, 1973.

[2]Memorandum from Judy Potash and Ruth Ann Koenick, Special Assistants to the Vice Chancellor for Student Affairs to Deans and Department Heads, Student Affairs Divisional Personnel, March 24, 1972.

[3]Ibid.

[4]Kahn, Alfred J. et. al. Neighborhood Information Center: a study and some proposals. New York: Columbia University School of Social Work, 1966.

[5]Donohue, Joseph C. and Carole, Peppi. The Public Information Center Project. Baltimore: Enoch Pratt Free Library, 1971.

PROJECT ACTIVITIES

The goals of the project were to discover whether the information needs of women at the University were being met, and, if not, to recommend an information service that would help meet them. The work of the project was divided into four main tasks: surveys of the women on campus to discover what kinds of information they needed, collection of information resources to fill those needs, the organization of those resources for fast retrieval, and the administrative organization of the center.

Ideally, these tasks should be addressed in the order in which they are listed, the final three contingent on the discovery that the women do, in fact, have unmet information needs. However, the project had to be completed in six months' time, and the personal experience of the participants left little doubt that there were unmet information needs. So the four tasks proceded more or less concurrently, with the understanding that if it were discovered that an information service for women was either not needed or not feasible the project would end with the sixth month. The scheduling of work was also affected by the timing of student project deadlines.

A detailed description of the accomplishment of each task follows.

USER STUDIES

The beneficiaries of the potential information service were defined to include all women on the College Park campus, faculty, graduate and undergraduate students, associate and classified staff. This meant that the service could help women directly, either as individuals or in such groups as Women's Liberation or women's studies courses. It could also help women indirectly through such University offices as Student Aid or through Student Government Association, or through academic departments. In order to simplify the study of women's information needs, the task was divided into two studies

one of individual women and a second of groups either composed of women or whose programs are of benefit to women. These studies will be described separately.

User Study - Individual Women

It was decided to answer both the questions of whether women have unmet information needs and what sort of information they need in the same survey. Figure 2 shows the basic questions we needed to answer in order to decide whether to set up a Women's Information Center, and, if so, what sort of a service it should provide. They appear in the column labeled "Design Questions". To the right, under "Interview Areas", each one is translated into general areas in which we could address questions to the women.

FIGURE 2

USER STUDY GOALS

Design Questions	Interview Areas
1. Is there a need for a Women's Information Center?	1. Do campus women have unmet information needs?
2. In which content areas whall we collect information?	2. In which content areas do women have problems? Which do women consider to be most important? In which do women say they would like to have more/better information? In which can we predict increased demand in the future?
3. Should we collect materials in languages other than English?	3. How many campus women are not comfortable speaking English? If not English, what do they speak?
4. What are the demographic characteristics of campus women? Do demographic groups coincide with differences in information needs?	4. What is the age, campus role, campus involvement, parenthood, and residence of the potential clientele?

5. In which content areas should we fill information needs directly, in which refer?	5. In which problem areas do information services exist which are adequate and acceptable to the people who have the problem?
6. In each content area to what scope and depth should we collect and index information resources?	6. In each problem area, how much information will enable people to solve their problems?
7. In each content area, should we do our content analysis of resources at the point of storage or of retrieval?	7. In each problem area, how fast must people get information for it to be of use to them?
8. How important are the following factors in an information service for these women? Speed, accuracy, exhaustivity, friendliness, convenience?	8. What are the most important factors in the acceptability of an information service to our clientele?
9. How shall we organize the information that we store?	9. Will people need access to information by author, title, agency, service, subject, or something else?
10. What portion of our resources shall we spend on (informational) control of services and what on control of literature?	10. How often will women need information about services and how often about literature?
11. How much staff will be needed at different times of day and different days of the week? How many copies of the resource files?	11. How frequently are women likely to use the information center at different times of day, different days of the week?
12. What portion of the resources should be spent on telephone service, and what portion on walk-in?	12. Do women feel more comfortable going to an information center when they have a problem, or calling one?
13. Where shall we locate the WIC?	13. Where would campus women feel it is comfortable, convenient to go for information?
14. What media shall we use for publicity?	14. What sources are most credible to campus women? To what sources are they exposed now?
15. What political image should we avoid projecting?	15. What range of political images is acceptable in a service to the women on this campus?

16. To reach potential clients, will we have to get people to accept whole new information sources for certain kinds of information or merely redirect them within a source they are accustomed to using? Emphasize the institutional or personal?	16. What sources do campus women use now to get information in each problem area?
17. How will we know whether the condition of women on campus improves?	17. How much progress toward their personal goals do women feel they are making? What are the personal goals of women on campus? How much community exists among women on campus?

These interview areas seemed sufficiently complicated and personal that we chose face-to-face interviews as the means to collect the information. Because many people are made uneasy by tape recorders, we used handwritten notes by the interviewer as a means of recording the responses. And, to be sure all the women interviewed were asked exactly the same questions, an interview protocol was written from which the interviewers were to read questions. We tried to limit the interview to questions that could be answered in forty-five minutes, both to preserve the good will of the respondents and to make the best use of limited resources of time and staff.

We searched the literature for examples of surveys of women's information needs, and found none. Very few studies of information need and use are aimed at a broad cross-section of the population. The one study which was of help was an as yet unpublished survey by Westat, Inc. of Rockville, Maryland of the information-seeking habits of the residents of Baltimore. This model helped us in phrasing questions and formulating transitional statements.

Appendix B is a copy of the interview protocol. Appendix C shows the interview areas and the numbers of the questions which were supposed to produce answers to them. Appendix D is a set of the answer choices presented to the

women for their responses at various points in the interview. Interviewers read through them with respondents as well.

There were four interviewers, all female, including the author and her assistant. Each one did several practice interviews, including at least one in the presence of the author in order to make certain that all four asked all the questions in the same way and that all the interviewers were at ease with respondents.

There are 17,000 women on the College Park Campus, and it was clearly impossible to survey all or even a large percentage of them. A random sample was used so that the survey results would reflect as accurately as possible the whole group. It was stratified because we assumed that information needs of students, faculty and staff would differ, and to ensure that sufficient numbers from each group would be included in the sample.

Hoping for the largest possible response, we wanted to make the first request for an interview by mail, followed by a phone call a few days later to set an appointment for an interview. We had resources for about 100 interviews, so to allow for people being on vacation (the interviews took place just after the close of spring semester in May,) and for refusals, we planned to send 150 letters.

A sample of 100 was equivalent to .006 of the population. However, since there was no way of estimating the amount of variance present in the population, and since the purposes of the study could be met without sophisticated statistical analyses, this sample size was judged sufficient, particularly as it was drawn at random. The sampling frames used were printouts supplied by the University. Because we planned to make initial contact by mail and then follow up by telephone, we had to have a local address and phone number for each name drawn before it could be counted part of the sample. None of the lists came with telephone numbers and the faculty and

classified staff lists had no addresses as well. Because of this we had to draw many more than 150 names and rely on local and campus telephone directories to supply missing information.

Our sample did not adequately represent two groups: out-of-state students who lived in dormitories during the academic year, and maintenance staff whose work location varies from day to day. Had the study been done early in the academic year, we would have been able to include more of the out-of-state students. Our only hope of contacting the peripatetic employees was by their home telephone, but the University's records of their addresses and phone numbers were often outdated.

We chose a one in K method of drawing names from the lists, entering the list originally with a number drawn from a random number table. We preferred this to drawing the entire sample with a random number table because two of the lists were grouped by departments and we wanted to ensure a reasonable representation of academic disciplines in the sample. Figures 3 and 4 show the composition of the sample.

FIGURE 3

SIZE OF SAMPLE GROUPS RELATIVE TO POPULATION GROUPS

	Population	Sample	Population size / Sample size
Classified staff	2,677	24	.009
Faculty & associate staff	687	20	.029
Graduate students	2,621	26	.009
undergraduate students	11,004	73	.007
Total	16,989	143	.008

FIGURE 4

PROPORTION OF GROUPS WITHIN SAMPLE RELATIVE TO

PROPORTION OF GROUPS WITHIN POPULATION

	Population	Sample
Classified staff	.16	.17
Faculty & associate staff	.04	.13
Graduate students	.15	.17
Undergraduate students	.65	.53
Total	1.00	1.00

It is clear from Figures 3 and 4 that a disproportionately high number of faculty were included in the sample at the expense of a slightly low number of undergraduates. This was necessary because we wanted to finish with a minimum of fifteen interviews in each group. If the smallest sample group were twenty and the groups reflected population proportions, we would end up with well over one hundred interviews. Therefore the faculty group was enlarged so as to disturb the relationship of the other groups as little as possible.

Letters were mailed and follow-up telephone calls begun. Interviewers were given cards for each woman in this sample with names, addresses and telephone numbers. They had much more difficulty than we expected in making telephone contact with the women in our sample. We were using the best available information, but in the case of the printouts it was six months old and in the case of the telephone directories, nine months old.

As it turned out there were only twenty-seven refusals, but many women had left the University. Some were unable to get to campus during the interview period. Although we called repeatedly, and at various times of

the day and evening, many were simply unreachable by telephone. In some cases we were told that they had moved away, or were on vacation.

In the end, fifty-five women were interviewed, distributed as shown in Figure 5. In the interviews we asked the women to classify themselves and the fifty-five respondents break down somewhat differently from their classification by University printouts. As we put no identifying marks on the completed interview schedules, there was no way to trace this inconsistency. For the data analysis we will use the respondents self-classification.

The analysis of the survey results is planned in two stages. Because of limited time, only the questions for which the results were needed in order to make immediate decisions were tabulated at first. In the second stage questions dealing with present information sources, the degree of feminist consciousness, goals for the future and problem-solving behavior will be analyzed. They will be used for planning publicity and in long-range studies. The results of the first analysis follow.

FIGURE 5

DISTRIBUTION OF WOMEN INTERVIEWED

		Classifed staff	Faculty & associate staff	Graduate students	Undergraduate students	Total
University-classified	Interviews completed	10	9	6	30	55
	Per cent	18%	16%	11%	55%	100%
	Interviews completed / Letters sent	.42	.45	.23	.42	
Self-classified	Interviews completed	11	12	6	26	55
	Per cent	20%	22%	11%	47%	100%

Questions 29,30,38-40,42-43 were aimed at describing the population of women on campus. Our sample was well distributed in age, with peaks in the under-21 and the 26-30 groups. They tend to live near campus, with 47 per cent of them in the College Park neighborhood, 29 per cent within less than a half-hour's drive, and 24 per cent farther than a half-hour's drive. Of those living in College Park, 42 per cent live in University housing. From this one would expect that distance would not be a problem for most women in using an information center on campus.

FIGURE 5

AGE OF RESPONDENTS

Age group	Percentage of respondents
Under 21	31%
21-25	15%
26-30	22%
31-40	18%
41-60	15%
Total	101%

Most women (53 per cent) spend between twenty-one and forty hours per week on campus. Another 31 per cent spend more than forty hours per week on campus and the remainder spend less than twenty-one hours here. While this would seem to show that they might make use of the WIC at many different times, other questions will show that they feel rather acute time constraints.

A full 65 per cent of the women surveyed were childless, 16 per cent had at least one pre-school child, and 18 per cent had school-age children. This would seem to confirm the widely-held belief that child-care is one of the largest barriers women face in continuing their education. While child care was not one of the most frequently named "problem areas" in response to Question 1, many women noted that it had been a major problem several

years ago when their children were younger. This again supports the notion that the women who are here either don't have children or have found neighbors, relatives or schools to care for them, and that if adequate public child care facilities existed, many more women would be able to study or work at the University.

The women in our sample are very well educated, with all but three having completed high school. A full 38 per cent have at least one graduate degree. Considering that the sample includes a fair percentage of classified staff, we think the University should count itself lucky to attract such workers.

Questions 1-3 were designed to find out whether women felt they had unmet information needs, and whether they have problems in areas where we know information to be of use. Everyone interviewed had at least one area in which she wanted more information. Questions 2 and 4 revealed a surprising ignorance of available information sources, and many more problems which could have been solved had there been better information services available. Figure 7 shows a ranking of the problem areas by expressed desire for more information. The areas are listed in descending order of popularity. Brackets indicate tied rankings. More than 20 per cent of the women surveyed named the areas higher on the list than "education." Figure 8 shows the same problem areas in order of the respondents' reported frequency of problems. Again, brackets indicate tied rankings and areas listed above "consumer information" were named by at least 20 per cent of the respondents. The following discussion uses abbreviated terms for these problem areas, and the reader is urged to see the complete titles which were given to respondents, to be found in Appendix D.

FIGURE 7

PROBLEM AREAS IN ORDER OF RESPONDENTS' EXPRESSED DESIRE FOR MORE INFORMATION

Career planning
Health
Legal
Consumer information
Finding a job
Working conditions
Financial
Safety
Women's activities & organizations
Education
Interpersonal relationships
Housing
Social activities & organizations
Women's literature & movement
Dealing with bureaucracy
Children
Sex
Workers' activities & organizations
Transportation
Other
Spiritual

FIGURE 8

PROBLEM AREAS IN ORDER OF RESPONDENTS' REPORTED PROBLEMS

Interpersonal relations
Health
Finding a job
Safety
Financial
Working conditions
Education
Consumer information
Housing
Transportation
Children
Sex
Dealing with bureaucracy
Legal
Safety
Social activities & organizations
Women's activities & organizations
Workers' activities & organizations
Spiritual
Other
Women's literature & movement

Comparing the relative rankings of each problem area from the incidence of problems to the desire for more information, one would expect them to be roughly equivalent. This happens in many cases. There are some interesting exceptions, however. For example, interpersonal relations, transportation, children, and sex were all five to ten ranks higher as problems than as information needs. In the cases of interpersonal relations, transportation and sex, Question 2 revealed that most people reporting problems had no idea where one can go for help in solving them. This may indicate a sense of hopelessness about the problem or a failure on the part of the respondents to realize that information might be instrumental in solving their problem. In the case of children, most respondents said they at least knew of a place where they might get help, but had not tried going there. Side comments by

several women indicate some feeling that there are certain kinds of problems, children among them, that self-respecting people think they should be able to solve for themselves.

The converse case occurs with legal, safety, and women's literature and movement news. These areas were cited as information needs from seven to eleven ranks higher than as problems. This indicates that these are areas of acute interest and that women do perceive information to be of use in preventing or solving future problems. Again, women reported no adequate sources of help for problems in these areas.

Figure 9 shows a breakdown of problem areas by the perceived adequacy of services available. That is, if women who have had recent problems in that area tend to have no idea where to go for help, it is listed in the first column. If they generally know about a source of help but haven't tried it, or have tried it and found it less than helpful, it is listed in the second column. If most of them have tried a source and found it somewhat or very helpful it is listed in the third column. Only areas named by at least five respondents are considered. If there is a good-sized minority opinion, the area is listed on the line between the two.

FIGURE 9
PERCEIVED ADEQUACY OF AVAILABLE SERVICES

No known source of help	Untried or inadequate source of help	Adequate source of help
	interpersonal relations	
		children
	sex	health
career	planning	
	finding a job	
	safety	
	consumer information	
	housing	
	transportation	
	education	
	financial	
	working conditions	
	dealing with bureaucracy	

Questions 5-10 asked how, where and when women would be likely to seek information. When asked whether they prefer to telephone or go to an information center in person, 58 per cent replied that it would depend on the problem. The explanations for this clustered around the complexity or the seriousness of the problem. Twenty-five per cent definitely preferred to walk in, and 15 per cent would always rather call. The remainder couldn't predict.

As a cross-check we looked at their behavior in the critical incidents solicited in Question 4. (These had been reported prior to the time the question about telephone versus walk-in service was posed.) Slightly more than half of the responses to Question 7 were supported by the responses to Question 4.

Figure 10 shows the time preference of the women interviewed. On weekends there are very few people who are likely to use the center who can only do so in person. More or less equal numbers said they would only telephone or that they could either call or walk in. On weekdays, the less popular times followed the pattern of weekend use, but during mid-day and afternoon there were about as many who could only call as there were those who could only walk in. It would appear from this that it is important to offer both telephone and walk-in service from eleven thirty a.m. until seven p.m. on weekdays. At other times, telephone service is more important than walk-in. Because many people feel that their more serious problems must be handled in person, it would seem most reasonable to maintain walk-in hours all day on weekdays when users are likely to be on campus. Late in the evening, and on weekends telephone service only might be offered.

FIGURE 10

TIME BLOCKS IN ORDER OF CONVENIENCE TO RESPONDENTS

Most convenient

- Weekdays 11:30 a.m. - 1:30 p.m.
- Sunday afternoons
- Weekdays 1:30 p.m. - 7 p.mm
- Saturday afternoons
- Saturday & Sunday mornings
- Sunday evenings
- Weekdays 9:30 a.m. - 11:30 a.m.
- Saturday evenings
- Weekdays 7 p.m. - 9:30 p.m.
- Weekdays 7 a.m. - 9:30 a.m.

Least convenient

In the following discussion of location for the Women's Information Center, the user should keep in mind that in fifteen cases the Undergraduate Library was not among the choices offered the respondents (because of interviewer error). Figure 11 shows response to the various locations offered. The two most acceptable locations seem to be the Student Union and the Undergraduate Library. We recommend that the WIC be located in the Undergraduate Library, if possible, for two reasons. If it is located in a library building, the WIC will have to make less of an initial investment in standard reference tools. More important, we feel that it is very desirable for all the University information services to work together: libraries, crisis centers, counseling centers and special information centers. It is our belief that community members have a right to first-rate information service but that they seldom demand it because they have, in general, a poorly developed idea of what information and information services can do to help them solve their problems. By locating different kinds of information services in close proximity, we may be able to build an awareness of information need among campus population.

FIGURE 11

DESIRABILITY OF LOCATIONS FOR WIC TO RESPONDENTS

Location	Respondents who knew the location and found it to be congenial and convenient	
	number	percentage
Student Union	49	89%
Undergraduate Library	35	88%*
College Park business district	41	75%
Chapel	34	62%
Graduate Dining Hall (D.H. #1)	32	58%
Cumberland Hall	27	49%

*figured on base of 40 interviews

When asked in Question 12 to rank the importance of five characteristics of service, people clearly valued a complete, accurate answer more than a fast answer from a conveniently located center. Respondents were divided on the importance of the staff's friendliness. A good number said that it was very important, but it was also most often ranked last. We suspect that this quality is actually as important as completeness and accuracy, but that people are afraid to admit it to an interviewer. Figure 12 shows the distribution of these rankings both in numbers and in percentages. For example, twenty-five women ranked an accurate answer first in importance, fourteen counted it second, etc.

FIGURE 12

INFORMATION CENTER CHARACTERISTICS - RANKING OF IMPORTANCE

Characteristic	Number of respondents ranking each characteristic					
	1st	2nd	3rd	4th	5th	Total
accurate (truthful) answer	25	14	12	2	2	55
complete answer	16	24	9	3	3	55
people there make you feel at home	11	4	7	9	24	55
fast answer	3	5	20	10	17	55
easy to get to	1	6	5	28	15	55

Characteristic	Percentage of respondents ranking each characteristic					
	1st	2nd	3rd	4th	5th	Total
accurate (truthful) answer	.45	.25	.22	.04	.04	1.00
complete answer	.29	.44	.16	.05	.05	.99
people there make you feel at home	.20	.07	.13	.16	.44	1.00
fast answer	.05	.09	.36	.18	.31	.99
easy to get to	.02	.11	.09	.51	.27	1.00

The interviewers encountered only three people (5 per cent) who had a noticeable problem with the English language. In one case a Spanish-speaking interviewer was recruited in order to complete the interview. In the second case the native language involved was Chinese, and in the third,

English. While the number of such women is relatively small, they probably are more in need of a special information service than most others. Hopefully, as the WIC expands, it can begin a program to serve these women.

At this writing the analysis of the critical incidents collected in Question 4 is not complete so we are not able to make use of it in making recommendations for the technical organization of the center. It is expected that this will be completed before the center opens for business.

User Study - Groups

About twenty-five committees, groups and offices were surveyed to determine whether any might want service from the Women's Information Center, might be a resource to which we could direct other users, or might know of other groups of interest to us. An open-ended interview was conducted with each one during which the following questions were addressed.

What is the organization's function, its objectives?

What does the organization plan to do in the next year?

What are the organization's priorities?

What information sources does the organization use now? Are they satisfactory?

In what areas is more information required?

Who benefits from the organization's activities?

Does the organization now have any information relating to the status of women on campus?

May we refer women to this organization?

If so, how?

While all of the groups are in need of more or better information, the results were a little disappointing as we discovered that most of them did not have programs specifically for women. Those programs specifically

for women and those of special interest to women were collected and published in a pamphlet called Programs For Women - University of Maryland, which appears as Appendix E.

RESOURCE COLLECTION

Our working definition of "resource" was "any document or service that could be of help to our users." Because the primary goal of the WIC is to serve as a link between campus women and existing resources, the task of resource collection consists mainly of collecting information about the resources.

The first part of this task was to develop guidelines for deciding what kinds of resources to collect. That is, in which subject areas, to what depth, and in what form will our users need information? In which cases shall we collect the resource itself rather than information about it? A second part was to develop a routine for surveying the availability of resources in any given area. What services and documents are available to our users, and under what conditions? In order to try out the routine, a resource survey in the area of employment was planned. The third part of this task involved using the guidelines mentioned above and the data from the user study of individual women to set up priorities for resource collection.

Early on in the project, the staff decided to limit resource collection to information about resources except in the case of local, ephemeral materials, such as locally-produced research on the status of women, or articles in campus publications for or about women. We further agreed that it would be better for the Center to cover a few areas well than to use a shotgun approach to a very wide field.

Unfortunately, the suudent assigned to this project was unable to develop

adequate guidelines or to generalize a routine from the exercise of surveying resources for employment. Neither the author nor any of the other students had time to fill in the gap.

A lot of material did arrive, however, and it was sorted into such general categories as "education," "children," and "political groups," and recorded using a trial set of indexing forms.

The user study produced an ordering of subject areas by respondents' reported problemes and expressed desire for information. Combining these, we recommend the following priorities in collecting resources:

employment (all aspects)
health and safety
interpersonal relations
women's activities, movement, organizations
financial
legal
consumer
housing

In the first year of operation we recommend that the WIC concentrate on the first four of these areas, improving its resources in the latter four during the second year. A discussion of the organization of these materials will follow in a later section of this report.

A small collection of reference works for the use of the staff will also be needed. Because feminist directories of all sorts are so rapidly appearing on the market, and because the location of the WIC is as yet undecided, we can recommend no specific list of titles at this time.

TECHNICAL ORGANIZATION

The technical organization of the Center involved several sub-tasks: the development of a set of index terms (thesaurus) organized so as to adequately describe both user problems and resources, the development of a format for recording information about resources, a study of how to store this recorded information (i.e. in how many files organized by what principles), an analysis of user study data to discover which service factors are most important to users, the development of follow-up procedures, and the design of a plan for evaluating the effectiveness of service to users. The last two sub-tasks were not within the limited resources of the project, but are of high priority during the Center's first year of operation. The other sub-tasks will be discussed in order.

Thesaurus

A thesaurus is a special-purpose language which is used to match questions with answers. Questions or requests for information or service are translated from the user's terms into the thesaurus language, as are the content or topic area of resources which might help the user. Once the user and the resource are "speaking the same language" it can be seen whether a match exists. This is the same function served by the familiar Dewey or Library of Congress numbers on the spines of library books. Systems such as Dewey are not specific enough or structured in such a way to be adequate for matching questions and answers in a special information center. Unlike some other special areas there is no published thesaurus designed to meet the particular needs of women.[1] Jenrose Filmley developed a thesaurus for the WIC under the direction of Dr. Dagobert Soergel, whose method is described in a forthcoming book.[2] This thesaurus, in addition to serving as a translating device, will simplify retrieval by its sophisticated structure.

Data Recording Format

Two forms were devised: one for describing services and another for describing documents which might be of help to the Center's users. We made an effort to collect all information which might be of use. For services, this meant including how to get there from campus, the availability of parking and child care, evaluations of the service, and eligibility requirements. For documents, there is room for a great deal of information about places where the item can be bought or borrowed. Our plan is to evaluate these forms and compress them by removing unnecessary categories of information at intervals during the first year of operation.

File Structure

Several students worked on this area and it is a tricky one. The problem is to balance speed and completeness; a file which contains all the information will usually take longer to search than one with less information. Having to look in two files to answer a question over the telephone can make for a discouragingly long wait for the user. Our limited resources caused us to confine ourselves to manual rather than computerized files right from the beginning. A second assumption was that if at all possible our files should be set up so that a volunteer with a minimum of training could successfully use them. Our third assumption was that users would not be permitted to search the files themselves.

One student surveyed about a dozen local crisis intervention centers to find out how they organized their information. She learned that their files were on the whole rather primitive, with the staff having to learn about the resources by experience. She also was advised by hot line workers that a drawer type card file inevitably becomes scrambled, and that a far better

method is Kardex or Rolodex cards. Her report convinced us of the real necessity for fast response to telephone questions. Another student studied the file organization problem, and similarly concluded that we should use a Kardex or Rolodex system.

The user study of individual women helped a lot by providing the information that our users prefer quality to speed in their information service. We also learned in a preliminary analysis of Question 4 that in almost all cases the users could wait twenty-four to forty-eight hours for an answer.

We then divided potential questions into simple, ready-reference ones such as requests for addresses or telephone numbers and more complicated ones. We plan to organize our materials into three basic files:

1) The first is a fast-access file of services on a five by eight inch Rolodex wheel, organized alphabetically by general types of service drawn from the thesaurus. Typical terms are: abortion, crisis services and drug abuse services. If an agency provides more than one kind of service it will be listed more than once, rather than cross-referenced. Cards will tell location and conditions of service and will also have evaluations by staff and users. Maximum estimated size is under five hundred cards.
2) There will also be a larger classified file, probably in loose-leaf form. It will contain descriptions of all the services and documents, and will be extensively cross-referenced. It will be much slower to search than the Rolodex, but will give all the information we have.
3) The third file is for actual documents and will be arranged by an accession number. If an item is of help to our users and not available elsewhere in the area, the Center may acquire and store it in this file. There will also be some documents which give more detailed

evaluations or descriptions of services than will fit on the usual data sheets or cards. One would find reference to these items in the large classified file.

Indexing

Rather thorough indexing will be required for this system to work. We believe that any system operates best if the people who use files to answer questions are the same people who index the information as it is stored away in the files. We therefore recommend that all the volunteer and professional workers share the indexing, to be checked by the Director. The review allows the Director to maintain consistency and to be sure that all the other staff understand the system.

With this in mind, the thesaurus was designed so as to provide maximum assistance to the indexer, including an "Indexer's Checklist."

FOOTNOTES

[1]The Women's History Research Library in Berkeley, California, the Sophia Smith Collection at Smith College and the Arthur and Elizabeth Schlesinger Library on the History of Women in America at Radcliffe have developed subject heading lists and provided copies which were used in constructing the thesaurus.

[2]Soergel, Dagobert. Indexing Languages and Thesauri; construction and maintenance. To be published in the Information Science Series by Melville Publishing Company, a subsidiary of Wiley in 1974.

ADMINISTRATIVE ORGANIZATION

In this section we will make recommendations about the operation of the Women's Information Center. It is in many ways most important, for unless an information center is made attractive to its users, and unless it can live in harmony with its institutional neighbors, all other effort is wasted.

Conditions of Operation

We recommend for reasons explained earlier, that the WIC be physically located within the Undergraduate Library, and that it provide both telephone and walk-in service from 11:30 a.m. to 7:00 p.m. on weekdays, and additional telephone service on weekday mornings from 9:00 a.m through 11:30 a.m. and on weekends from noon until 6:00 p.m. Minimum staff would consist of a Director who is a professional information scientist with experience in women's issues, a half-time assistant, and about five volunteer workers, each contributing six to eight hours per week. All those staff should participate in a crisis center training program as well as briefings on the use of the WIC information system. In addition, a part-time typist will be needed.

Service Policy

We believe that it benefits a service organization, its users and its supporters for the organization to have an explicit service policy. This can be a simple list of priorities; given a limited budget, to whom do we provide what information first, second, third, etc.

We were acutely aware of the need for these kinds of decisions from the beginning of the project. Many staff meetings were spent debating priorities. In the end, some basic decisions were made, and the details left to two students to work out for a class project. The first basic decision was to subordinate the research function to the service function. It is very easy to slip into

the role of a research center on the grounds that research can help many people, albeit indirectly. We rejected this argument because we believed that much research never benefits anyone but the researcher, and we didn't want to put the future Director in the position of having to evaluate each proposed project. We adopted the set of goals found in Figure 13 to guide project development.

The second major decision was to limit direct political activity to the role of facilitator. While there is nothing to prevent staff members as individuals from pursuing specific cases, we feel that the Center itself should deal with general issues. The goals in Figure 13 also describe the recommended extent of the political role of the Center. We also want to make clear, though, that we feel it would be harmful to the Center's credibility to follow a public library-type policy of always doing justice to both sides of every issue. We feel that there is nothing wrong with an information agency's taking a firm stand on an issue as long as it makes clear to the users just what it is doing.

While a good model service policy was developed by the students, we would rather pass it along as a recommendation to the Center Director, and allow her to modify it before publication.

FIGURE 13

GOALS OF THE WOMEN'S INFORMATION CENTER

GENERAL GOALS OF CENTER

1. crisis prevention

2. consciousness-raising
   a. help women realize that they're not being treated fairly
   b. help women realize that their problems are neither unique nor their own fault
   c. help women realize that they can cooperate with one another to solve their common problems

3. improve the life-situation of women on this campus by helping women to increase their status and mobility in their primary role areas (i.e. student, employee, faculty)
   a. directly
   b. indirectly -- as thru health, child care, transportation, etc.

4. increase people's awareness of the utility of information and information services in solving their problems.

SPECIFIC GOALS OF THE CENTER

1. connect women with available services and documents

2. interpret available services and documents -- thru discussion, preparation of summaries, directories and abstracts

3. create needed services and documents which are not available and are within the expertise of the Women's Information Center staff.

4. encourage the creation of needed services and documents which are not available and are outside the expertise of the Women's Information Center staff

5. connect women with one another

6. coordinate existing services on campus

7. provide information to support the academic program of the university, specifically female-related courses and research, in areas outside the purvue of university libraries

8. provide information to support campus groups which are dealing with women's life-situations and problems

Funding

In line with our belief in the desirability of coordination of information services, we will seek funds for the first year's operation of the Center from the University budget as a fiscally autonomous part of the University information system. We believe that it is absolutely necessary for the University to provide this service to women (as well as a similar one for minority groups) if it is to fulfill its affirmative action obligations.

OTHER ACTIVITIES

Requests for Service

Even though the Center was not open for service and did not solicit questions, we received forty-two requests for help, and were able to fill thirty-six of them. They ranged from simple to very complex, covered a wide range of subject areas, and came mainly from students and faculty, with several from people off-campus.

Research Projects

The author prepared two reports at the request of the Human Relations Office. The first was the preparation of a data collection form for a survey of the race and sex of graduate assistants at the University's College Park Campus requested by the Awards and Grants Conference Planning Committee. When the data was collected, a preliminary analysis of it was made and a report prepared.

The second project was an information analysis of the first phase Affirmative Action Plan for the College Park Campus. It involved the identification and classification of each piece of data that must change hands in order to evaluate the implementation of the Affirmative Action Plan.

APPENDIX A

DRAFT PROPOSAL PRESENTED TO OFFICE OF HUMAN RELATIONS PROGRAMS,

SEPTEMBER, 1972

BACKGROUND

Women today find themselves in a society where their roles and status are in flux. Attitudes toward women are changing rapidly, and so are women's attitudes towards themselves. The result is a society where a woman can work but auxilliary services are not set up so that she can care for her children adequately while she works. This is a serious obstacle for women because it is widely believed that the woman bears the primary responsibility for the children of a family. Similarly, it is now quite acceptable for a woman to choose to remain single, but our economic system is still operating in a mentality where a young single woman has difficulty obtaining credit or finding a place to live, which makes an independent existence more difficult. Likewise, women who wish to bring up their children to find less rigid, stereotyped sex roles are stymied by school and library materials that show John doing and Sally watching.

A woman today thus has different problems from those of a man, and therefore, needs different kinds of information to solve them. Much of the information needed by women exists, but is scattered in hundreds of agencies and bureaus and difficult for an average citizen to find. Furthermore, much of it is not likely to exist in the form of books, and therefore not to be found in public libraries.

Various kinds of special information services have been developed to meet special needs. For example, switchboards now exist in most towns to give young people the information they need to meet crises. In Britain, Citizens Advisory Boards have served for the lsst thirty years to help people deal with the information problems of the welfare system.[1] Referral services

exist in this country to help special groups, such as scientists needing information about ongoing research in fields outside their specialty.

Following the examples of the switchboard, the citizens advisory board and the referral service, we propose to create an information center for women which combines aspects of all of these. It would give information by telephone or in person to help solve short or long-term information problems. It would explain and clarify the information given. It would refer people to sources of more detailed information or to professionals in various fields whom the staff know to be sympathetic to the problems of women.

DESCRIPTION OF PROPOSED WOMEN'S INFORMATION CENTER

The proposed Women's Information Center will serve the population of College Park-Lakeland-Berwyn Heights communities by collecting, organizing and disseminating information on topics relevant to women, such as:

child-care

child-rearing

food -- stamps, economy, nutrition

financial credit -- obtaining it, explaining terms

health care, facilities, problems

housing

job training and career development

legal rights

political issues

transportation -- especially carpool possibilities, ride-switching information

unions

women's activities

In order to allow maximum accessibility to the community of women in College Park-Lakeland-Berwyn Heights, the site for the Women's Information

Center will be a storefront on a major thoroughfare, such as Route 1. The exact location will be determined during the planning phase of this project.

The Women's Information Center will provide information services in the following ways: 1) by giving specific and immediate data; 2) by making referrals to other information sources and agencies and 3) by clarifying ambiguous or technical documents. For example, if a woman wants to know if she is eligible to receive welfare benefits, the Women's Information Center will be able to give her a definition of eligibility, clarify terms in the document and refer her to a local welfare agency or lawyer, as the case may be. The Women's Information Center will make no attempt to duplicate services and expertise already existing in other agencies and bureaus, but rather it will coordinate these services and publicize them by making referrals when appropriate. In this function the Center may be considered a clearinghouse for various services to women.

The Women's Information Center will operate from a collection of notebooks, files, pamphlets and books on topics relevant to women's information needs. The Center will offer reference and specific data services through the following channels:

1. the telephone, which will provide a switchboard service to answer questions directly, make referrals,clarify information and match people, such as for rides in a carpool arrangement;

2. person-to-person interviews where the user will bring her information problem directly to the Center;

3. a reading room where women will be able to find current journals, books and pamphlets on questions relevant to their interests and problems; and

4. local radio and television stations, which will provide a means to publicize the Center and broadcast information.

The Women's Information Center will take advantage of its proximity

to the University of Maryland by building into its information service process a reciprocal relationship that will benefit both the community of women users and the University. Specifically this relationship will include:

1. coordination and publication of opportunities and information for women available at the University;

2. provision of job training possibilities for students at the School of Library and Information Services;

3. consulting and learning possibilities for faculty and students in such areas as: School of Library and Information Services; Counseling and Personnel Services and Educational Technology in the College of Education; the Departments of Sociology, Psychology and Economics.

In these ways the Women's Information Center will function in a unique role by providing the means by which the University can reach out to the community and the community, in turn, can effect the academic environment.

DESCRIPTION OF THE PROJECT

The project to establish a Women's Information Center in the general area of College Park is proposed in three stages. The first, which is the subject of this proposal, is outlined below. It is a five-month planning stage funded by Title I of the Higher Education Act with matching funds supplied by the School of Library and Information Services at the University of Maryland. The second stage is implementation. After the first year of operation, the third stage of evaluztion and feedback is planned.

During the planning stage the following questions will be addressed:

What are the unmet needs of women in the Colleee Park area?

What information could help them to fill those needs?

What resources and services are provided free or at low cost by the University of Maryland, Prince George Community College, the Prince George public school system, federal, state and local governments, community organizations, commercial firms?

Where would the Center be most usefully located?

During what time of day would the service most usefully operate?

How best to involve the community of users in the decision-making of the Center?

How best to store, format and index the information for rapid retrieval?

How best to train workers at the Center?

How to publicize the Center so as to reach the target audience?

What formal arrangement with the University of Maryland is most appropriate so that various departments can participate in the Center's operation?

How to use the Center to help students at the School of Library and Information Services learn about operating a specialized information center and about serving client groups such as exist in the College Park area?

Answering the above questions will entail the following tasks:

Task 1: User Study. A study of the College Park community (particularly Lakeland and Berwyn Heights) will be made by interviewing a random, stratified sample of women to determine their information needs, their present information gathering habits and contacts, and their suggestions for the operation of the Center. At the same time this activity will build a base of support in the community. The results will be used in the design of the Center to determine which categories of information will be included and how the information will be offered to users. Output will include a set of goals for the Center's first year of operation.

Task 2: Collection of Data and Information Sources. Information of interest to the users will be gathered from many sources. At the same time personal contact will be made with people in each organization and an estimation will be made of their willingness and ability to help users.

Task 3: IR System. A Systems analysis approach will be used to get up the files and indexes so that the information can re retrieved in a way that best

fits the users' requirements. Output will include plans for file organization and index language, and part of the eventual files and indexes from which the Center will operate.

Task 4: Organization Structure. Alternative administrative structures will be examined with the goal of retaining maximum citizen control and minimizing bureaucratic apparatus.

Task 5: Housekeeping. A convenient location will be sought for the Center and hours of operation and staffing planned. A plan for publicity will be made.

Task 6: Operating funds. Application will be made for funds to support the first year's operation.

Task 7: Evaluation. A plan for evaluating the first year's operation of the Center will be drawn up in terms of the specific goals resulting from Task 1.

Task 8: Coordination with the School of Library and Information Services. Arrangements will be made for participation by people from SLIS during the first year. They will include: setting up seminars to be offered at SLIS in the design and operation of special-purpose information centers; the negotiation of work-study arrangements whereby SLIS students work as part-time employees of the Center; and negotiation of arrangements with individual instructors in SLIS so that students in such courses as documentation, special libraries etc. could do class projects involving the Center.

Task 9: Arrangements with academic departments at the University of Maryland. Contacts with various University departments will be made to consider possibilities of arranging work-study programs with Counseling and Personnel Services, Educational Technology (both in the College of Education), and with the Departments of Sociology, Psychology and Economics.

CALENDAR

Starting date: Monday, January 15, 1973

Ending date: Friday, June 15, 1973

February 23...finish Task 1

April 13...finish Tasks 2 and 3

May 18...finish Tasks 4,5,8 and 9

June 15...finish Tasks 6 and 7

BUDGET

	Total	SLIS	Title I
Principal investigator	$4,700.	$1,700.	$3,000.
Graduate assistant	1,200.		1,200
Office & Furniture		X	
Telephone		X	
Secretarial service	200.		200.
Consultants	250.		250.
Stationary, postage	150.		150.
Xerox	200.		200.
TOTAL	6,700.		5,000.

APPENDIX B

USER STUDY - INTERVIEW PROTOCOL

time:
date:

Introduction: Hello. My name is ____. As I mentioned on the phone the other day, we are doing this study to try to get an idea of the kinds of information that women on this campus need and are having trouble finding. Anything you tell me will be kept strictly confidential; in fact, your name will not be written on the interview form. And, when we present the results of the study, it will all be in terms of groups of people. I expect that this interview will take about three-quarters of an hour.

1. First I am going to read with you a list of some general areas in which many women on campus have problems, and have difficulty in finding ways to solve them. I would like you to think back whether you have had any problems in these areas in the last couple of years, and, if so, point out which ones. You needn't tell me in detail about the problems, but be sure to mention them whether or not you solved the problem. Take your time. (Give respondent list.)

   Are there any areas that you think I've left out? Did you have any problems in them?

2. Let's go thru the problem areas you mentioned again, and I'd like you to tell me whether or not you know of any place people can go for help when they have each type of problem. You can mention it whether or not you've ever tried it yourself.

   (for each source named)
   How did you hear about this place?
   Have you ever tried it?
   (if yes) How helpful were they? (3=very, 2=somewhat, 1=hardly, 0=none)
   Anyplace else?

3. Now, let's run thru the list one more time, and tell me for which of these areas you would like to have more information.

	Q.1	Q.3
(1)	interpersonal rel.	
(2)	children	
(3)	social act. & org.	
(4)	women's act. & org.	
(5)	workers' act. & org.	
(6)	health	
(7)	spiritual	
(8)	sex	
(9)	career planning	
(10)	finding a job	
(11)	safety	
(12)	consumer info.	
(13)	housing	
(14)	transportation	
(15)	education	
(16)	legal	
(17)	financial	
(18)	working conditions	
(19)	women's lit., move	
(20)	bureaucracy, pol.	
(21)	other	

Q2 Answers - format example:

10. rape center downtown, friend
    rape center here, Dbk., 3

4. From the problem areas which you have just identified (Let's see, they were...) will you select three problems you've had which seem most serious to you and describe them briefly to me, telling me how you've gone about solving them, that is, whom have you contacted and what have you done.

(Analysis part may be done after interview, but be sure to get the info while the respondent is talking; particularly time constraints.)

Problem #1 Problem statement:(respondent's words)

Solution attempts: what she did, result, why useful or not

1.

2.

3.

4.

Analysis:

time constraints: __ crisis __ 24 hours __ 48 hours __ 3-5 days __ 1 week

__ 2 weeks __ 2 weeks or indefinite

needed	access	approach (first)
__ facts about service	__ author	__ phone
__ service	__ title	
__ facts about lit.	__ subject	__ in person
__ lit	__ agency	
__ other facts	__ service	__ write
__ other (specify)	__ other(specify)	

solution statement: In terms of resources, what (would have) solved the problem?

Q.2 (cont.)

Problem #2 Problem statement (respondent's words)

Solution attempts: what she did, result, why useful or not

1.

2.

3.

4.

Analysis:

time constraints

__ crisis
__ 24 hours
__ 48 hours
__ 3-5 days
__ 1 week
__ 2 weeks
__ 2 weeks or indef.

needed

__ facts about service
__ service
__ facts about lit.
__ lit.
__ other facts
__ other (specify)

access

__ author
__ title
__ subject
__ agency
__ service
__ other (specify)

first approach

__ phone
__ in person
__ write

Solution statement: In terms of resources, what (would have) solved the problem?

Problem #3 Problem statement (respondent's words)

Solution statement: what she did, result, why useful or not

1. .....

2. .....

3. .....

4. .....

Analysis:

time restraints	needed	access	first approach
__ crisis	__ facts about service	__ author	__ phone
__ 24 hours	__ service	__ title	__ in person
__ 48 hours	__ facts about service	__ subject	__ write
__ 3-5 days	__ lit.	__ agency	
__ 1 week	__ other facts	__ service	
__ 2 weeks	__ other (specify)	__ other (specify)	
__ 2 weeks or indef.			

Solution statement: In terms of resources, what (would have) solved the problem?

	Q.5 call	Q.6 walk-in
	M - F	
5. Suppose you had to get some information about some personal matter or a school or work-related problem. When would it be convenient for you to make a telephone call to get the information? Like, when do you have access to a phone and a little peace and quiet? (Show respondent card with times.)	__ 7 - 9:30	__
	__ 9:30 - 11:30	__
	__ 11:30 - 1:30	__
	__ 1:30 - 4:30	__
	__ 4:30 - 7:00	__
	__ 7:00 - 9:00	__
6. When would it be convenient for you to talk in person with someone at an on-campus information center to get the information?	__ none	__

Q.5 Sat.	Q.6	Q.5 Sun.	Q.6
__ morn.	__	__ morn.	__
__ aft.	__	__ aft.	__
__ eve.	__	__ eve.	__
__ none	__	__ none	__

7. Would you rather get information like that over the phone or by going to an information center on campus?

__ phone __ walk-in __ neither __ depends on problem (expand)

8. Here is a list of some locations on or near campus. (Show respondent card with locations.) Do you know roughly where these places are?

9. Would you feel comfortable going to any of them for information? That is, would you feel at ease going to that building?

10. If you needed some information would it be convenient for you to go to any of them?

	Q.8	Q.9	Q.10
SUB	/	/	/
Chapel	/	/	/
Cumber.	/	/	/
Din.#1	/	/	/
Route #1	/	/	/
UGL	/	/	/

11. What sources of information are important to you in calling your attention to what's going on here on campus? (Give respondent card with list?)

Which of the sources you just named is most important to you? Which is next most important? (Continue 'til respondent balks.)

__ Argus/Dimension
__ Black Explosion
__ bulletin boards
__ dep't. news & notices
__ Diamondback
__ local newspapers
__ people
__ Precis
__ The Vine
__ Woodwind
__ other (specify)

12. Do you have a source of news about what's going on in the Women's Movement?

__ no __ yes -- What is your main source? _____

13. What is your main source of news about what's going on in the Washington Area? (Give respondent list of sources.)

__ newspapers __ tv. __ radio __ magazines __people __ other

(Record #14 - 17 under #13)

14. Do you read any newspapers at least once a week? __ no __ yes
Which ones? Which sections of them do you look at?

15. Do you look at any magazines at least once a month? (Exclude prof. journals.)

__ no __ yes-- Which ones?

16. Do you ever listen to the radio? __ no __ yes -- Which stations do you listen to most often? What time of day?

17. Do you ever notice bulletin boards on campus? __ no __ yes -- Which ones? (If yes, record under "other" in #13)

18. In which of the following media would you tend to give most serious attention to an ad for a new place to get information about the kind of problems we've been discussing. That is, in which place would an ad make you think you might want to go there with a question?

In which would you take such an ad least seriously?

__ underground newspapers
__ straight newspapers (Post)
__ tv
__ Diamondback
__ news radio station
__ rock or soul radio station
__ posters on campus
__ other

19. Here is a list of factors which some people who have gotten answers to questions at information centers say make them want to return to the center when they have another question of the same type. (Give respondent list.) Which of them do you think would be most important to you? That is, which would most make you want to return with a similar question?

Which would be next most important?
(Continue, ranking as many as possible.)

__ fast answer
__ easy to get to
__ accurate answer
__ people make you feel at home
__ complete answer

20. All of us want certain things out of life. When you think about what really matters in your own life, what are your wishes and hopes for the future? In other words, if you imagine your future in the best possible light, what would your life look like then, if you are to be happy? Take your time in answering; things like this aren't easy to put into words.

21. Now, taking the other side of the picture, what are your fears and worries about the future? In other words, if you imagine your future in the worst possible light, what would your life look like then? Again, take your time in answering.

22. Now here is a picture of a ladder with ten rungs on it. Imagine that your future in the best possible light is the top rung, and your future in the worst possible light is the bottom rung. Where would you put your life at the present time? (Give respondent card with ladder. Record number of rung in blank. ½ is only fraction allowed.)

_____

Where would you put your life five years ago? _____

Where do you expect that your life will be five years from now? _____

23. Have you heard of the following groups?

__ Women's Studies Committee __ Women's Caucus __ Women's Information Center

__ Women's Crisis Hotline __ Women's Center

24. Have you attended any Women's Movement meetings of any kind in the last couple of years?

__ no __ yes

(If yes.) What meetings were they? _____

_____

Were they at all useful to you? __ no __ yes (If yes.) how? _____

_____

25. Do you think that the Women's Movement has had any effect on the way women are treated here on campus?

__ no __ yes (If yes.) What kinds of changes do you see? _____

26. Do you regularly take part in any informal discussions, for example, at lunch or on breaks, where the discussion centers on the Women's Movement?

__ no __ yes (If yes.) What topics most frequently come up? _____

_____

27. Now I'd like to read you some statements, and ask you to tell me for each one whether you strongly agree, somewhat agree, strongly disagree, somewhat disagree, or have no opinion one way or another. Shall I repeat that?

a. -- - 0 + ++ I believe in equal rights, but I don't want to compete with men.

b. -- - 0 + ++ I don't feel <u>enslaved</u> myself; I don't see why those <u>other</u> women are becoming so noisy.

c. -- - 0 + ++ In general, I find men more interesting and fun to be with than women.

d. -- - 0 + ++ Women should have <u>all the same</u> opportunities as men.

e. -- - 0 + ++ Some men exploit women but that's because some women <u>allow</u> them to.

f. -- - 0 + ++ If women could only work <u>together</u>, we all might be better off.

g. -- - 0 + ++ I agree with the <u>goals</u> of the Women's Movement but I think they're going about it in the <u>wrong way</u>.

h. -- - 0 + ++ I wish I didn't have to worry about other women stealing my man all the time.

i. -- - 0 + ++ Black people and poor people have <u>far worse</u> problems than women.

j. -- - 0 + ++ Men have an easier life than women these days.

k. -- - 0 + ++ Our <u>whole society</u> is sexist and needs to be changed, not just a few laws.

l. -- - 0 + ++ Women have <u>always</u> been told what to do by men and <u>always will be</u>.

27a. Do you know of any men who are in or looking for a men's consciousness-raising group?

__ no ___ yes (If yes.) How many? _____

28. Which of the following is the main reason you come to campus? This does not necessarily mean you spend most of your time here doing it.

__ job __ attend class ___ friends __ study

29. Which of the following applies to you? (Give respondent card with list.) Many people fall into more than one of these categories.

__ classified staff
__ associate staff
__ grad. assistant
__ other student worker
__ faculty
__ undergrad. student
__ graduate student
__ special or non-degree student

30. Would you estimate how many hours you spend on campus each week on the average?

_____ hours __ no idea

31. Where do you spend most of your on-campus time? Like, in what buildings....

_____

32. Where do you generally eat when you're on campus?(__ don't eat) _____

_____

33.(All workers) How long have you held your present job? _____

When was your last promotion? _____ When was your last pay raise, not counting cost-of-living raises? _____

34. (Classified, associate, faculty) Is your appointment full-time? __yes __no

(If no.) How many hours a week do you work? OR How many course-hours do you teach? _____ How many is considered full-time? _____

35. (All workers.) What is your job title? _____

36. (Classified.) Do you have a rating? __ no ___ yes rating _____

37. Do you feel that the men in your department get better treatment than the women in any way? __ no __ yes How? _____

_____

38. (Students) Do you live in University housing? __ yes __ no

39. In what town do you live now? _____

36a. What kind of work do you do? _____

_____

40. Do you have responsibility for any children, your own or someone else's? __ no

	sex	age		sex	age		sex	age
(1)			(4)			(7)		
(2)			(5)			(8)		
(3)			(6)			(9)		

41.(If any accent is noticeable- other than British) Where were you born?

_____ In what languages do you consider yourself fluent? _____

42. What is the highest grade in school that you have completed? _____

OR

What is the highest degree that you hold? _____

43. Which of the age groups on this card do you belong to?

__ under 21
__ 21-25
__ 26-30
__ 31-40
__ 41-60
__ over 60

OK That's all the questions. Thank you very much for your time. This will help us to set up an information center that is convenient for people and can answer their questions.

Interviewer's Comments:

APPENDIX C

RELATIONSHIP OF INTERVIEW AREAS AND

ITEMS ON INTERVIEW PROTOCOL

Interview Areas	Interview Items
1. Do campus women have unmet information needs?	2,3,4
2. In which content areas do women have problems?	1,4b
Which do women consider to be most important?	4a
In which do women say they would like to have more/ better information?	3
In which can we predict increased demand in the future?	1,2,20,21
3. How many campus women are not comfortable speaking English?	41a
If not English, what do they speak?	41b
4. What is the age, campus role, campus involvement, parenthood, and residence of the potential clientele?	28-40, 42,43
5. In which problem areas do information services exist which are adequate and acceptable to the people who have the problem?	2a,c,4e,12
6. In each problem area, how much information will enable people to solve their problems?	4h
7. In each problem area, how fast must people get information for it to be of use to them?	4d
8. What are the most important factors in the acceptability of an information service to our clientele?	4d, 19
9. Will people need access to information by author, title, agency, service, subject, or something else?	4f
10. How often will women need information about services and how often about literature?	4e
11. How frequently are women likely to use the information center at different times of day, different days of the week?	5,6
12. Do women feel more comfortable going to an information center when they have a problem, or calling one?	4g,7

13.	Where would campus women feel it is comfortable, convenienct to go for information?	8,9,10
14.	What sources are most credible to campus women?	2c,4c
	To what sources are they exposed now?	2b,11,12,13-19, 24a, 26
15.	What range of political images is acceptable in a service to the women on this campus?	24b,27a,d,e,g, i,j,k,l
16.	What sources do campus women use now to get information in each problem area?	2c,4c,24c,26
17.	How much progress toward their personal goals do women feel they are making?	22
	What are the personal goals of women on campus?	20
	How much community exists among women on campus?	23,24a,25, 27b,c,f,h

APPENDIX D

USER STUDY ANSWER CARDS

Q.1 SUBJECT AREAS

1. INTERPERSONAL RELATIONSHIPS: including male-female relationships, friendships, family life, dealing with people in authority
2. CHILDREN: including child care, child raising, adoption, teenagers
3. SOCIAL ACTIVITIES & ORGANIZATIONS: including recreational opportunities
4. WOMEN'S ACTIVITIES AND ORGANIZATIONS: anything just for women
5. WORKERS' ACTIVITIES AND ORGANIZATIONS: unions, professional groups
6. HEALTH: mental and physical, including abortion, drugs, pregnancy, contraceptives, good health, illnesses
7. SPIRITUAL
8. SEX: including sex roles, sex differences, sexuality, homosexuality
9. CAREER PLANNING
10. FINDING A JOB
11. SAFETY: including self-defense, rape
12. CONSUMER INFORMATION: including where to buy products, what to do if you get cheated, quality of products
13. HOUSING
14. TRANSPORTATION
15. EDUCATION: yours or your children's
16. LEGAL
17. FINANCIAL: getting credit, loans etc.
18. WORKING CONDITIONS AND BENEFITS
19. LITERATURE ABOUT WOMEN, WOMEN'S MOVEMENT
20. DEALING WITH BUREAUCRACY AND POLITICAL STRATEGY

Q.5 & Q.6

weekdays

7:00 - 9:30 a.m.
9:30 - 11:30 a.m.
11:30 a.m. - 1:30 p.m.
1:30 - 4:30 p.m.
4:30 - 7:00 p.m.
7:00 - 9:00 p.m.

Saturday

morning
afternoon
evening

Sunday

morning
afternoon
evening

Q.8, Q.9, Q.10

Student Union Building
Chapel
Cumberland Hall
Graduate Dining Hall (Dining Hall #1)
Route #1 - College Park Business Section
Undergraduate Library Bldg.

Q.11

Argus/Dimension
Black Explosion
bulletin boards
department newsletters & notices
Diamondback
local newspapers
people
Precis
The Vine
Woodwind
other

Q.13

newspapers
t.v.
radio
magazines
people
other

Q. 18

underground or movement newspapers
regular newspapers, e.g. Post, Star,
t.v.
Diamondback
news radio station
rock or soul radio station
posters on campus
other

Q. 19

fast answer
center is easy to get to
accurate answer
people there make you feel at home
complete answer

Q. 22

Q.43

under 21
21 - 25
26 - 30
31 - 40
41 - 60
over 60

Q.29

classified staff
associate staff
graduate assistant
other student worker
faculty
undergraduate student
graduate student
special or non-degree student
other

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APPENDIX E

Programs for Women

University of Maryland

Summer, 1973

INTRODUCTION

This directory includes only programs specifically for women or of special interest to women. Valuable programs abound which exist for the equal benefit of both men and women. However, women's programs often go unnoticed and unused for lack of publicity.

If any programs have been omitted, I apologize and hope that they will be brought to my attention. Please also let me know about any errors to be found. Many thanks to Lynda Byrd and Susan Cardinale for their help in compiling this directory.

Andrea M. Burgard, Director
Women's Information Center

Prepared by the WOMEN'S INFORMATION CENTER, University of Maryland

PROGRAMS FOR WOMEN AT THE UNIVERSITY OF MARYLAND, COLLEGE PARK

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* see also: Women's Center

Career Development Center 454-2313

The Career Development Center located in Cumberland Hall aids students in preparing for admission to graduate schools, making job decisions, and in gaining access to potential employers. These services are available to both male and female students. Female students benefit particularly, however, as do minority students, when an employer must hire to meet affirmative action requirements. This information becomes public when announcements of job opportunities are posted. Women can also profit from the center's reference materials, particularly files of career opportunities they might not have considered. There are publications and announcements of jobs with government agencies as well as with private employers. The center's funds are allocated as part of the general University budget. In 1971-72, however, a special grant was provided the center for a program to help counselors from community colleges and the University to learn about the counseling of women returning to careers after a hiatus. This grant was provided conjointly by the University, the State of Maryland, University College and D.H.E.W. under Title I.

College Aims for Women Course 454-2733

This course is aimed at women who are returning to school after having been away for several years. It is designed to help women re-orient themselves to academic life and to make realistic goals and plans. Class activities are designed to acquaint women with campus resources, help them to plan careers and integrate the different parts of their lives, and to maximize their academic success thru a review of study skills and strategies.

The course was designed by Bev Greenfeig of the Reading and Study Skills Lab and Marilyn Berman of the General Undergraduate Advisement Office, and was offered in Spring and first Summer Session of 1973 for one credit as CLAM 108C

New Student Orientation 454-2118

As part of the summer orientation program for freshmen and transfer students there is in the two-day option an individual choice session on "Women in the University". Women who are active in various campus women's groups lead these sessions, which are designed to point out career possibilities for women inside and outside the University, and acquaint the newcomers with current University and local resources and services for women. In another part of the program Dr. Margaret Bridwell, the University Health Service gynecologist, explains health services available to women.

Women's Center 454-4289

The Women's Center is a facility for all campus women located in Room 1127 of the Student Union Building. It contains a meeting room-lounge, a small library, and a counseling room. It is maintained by a volunteer group of undergraduate women who also provide counseling services and a speaker program. The exact services available vary from semester to semester, but have included abortion and contraception counseling, consciousness-raising groups, social activities for women and issue-oriented action groups.

HELP Center 454-HELP

The HELP Center is a 24-hour crisis-intervention center for the campus community. People with immediate problems can call or go to the center in Cambridge Hall. It is staffed by trained volunteers who listen sympathetically to one's problem, and will discuss it and/or provide phone numbers of professionals who may be better able to help. They have resources to help solve problems in such areas as drugs, abortion, contraception, health, rape or assault, emotional crises, social relations, and family problems.

Women's Crisis Center 454-4616

The Women's Crisis Center was begun when rape or the threat of it became a widespread campus concern in the fall of 1972. It is located in Room 200 of the Health Service Building, and is open from : .m. 'til : p.m. Trained volunteers can provide information on self-defense, or if a rape has occurred, counseling and support. If a woman has been raped, staff members will explain the options available to her and, if she wishes, accompany her to the hospital and/or police station. They will also arrange for a woman to join a counseling group where she can explore her feelings about her experience.

University Health Service 454-3444

The Health Service has been the subject of over one hundred articles in The Diamondback since September of 1972. A substantial number of these pieces has been devoted to services available to women on campus. At present one full-time gynecologist, Dr. Margaret Bridwell, serves the female population; however, a part-time physician who has obstetrical and gynecological training is present three evenings each week. Ten physicians are to be hired shortly, all of whom must be prepared to administer gynecological examinations. In addition, approximately six of the sixteen nurses employed are participating in a summer in-services training program which will prepare them for basic gynecological work. Besides the general gynecological services available, contraceptive information and pregnancy tests are available.

Campus Libraries 454-2853, 454-5474

Both McKeldin and the Undergraduate Library staffs are attempting to meet the growing demand for women's studies materials. Although present policy discourages duplication in the acquisition of new items, each library proposes to maintain a basic course-related collection for undergraduate use. Over thirty periodicals pertaining to women are available in the two collections. Special publications which contain syllabi and describe innovative methods for teaching women's studies courses have been purchased for faculty use. A guide to the library resources in the area of women's studiens is in preparation; it includes lists of periodicals, reference books, government document sources, indexes and catalogue subject headings relating to women. This guide was initiated when students expressed interest in learning more effective techniques for doing research in women's studies. In addition, the McKeldin Library is purchasing primary source materials which constitute a special pamphlet collection. This group of documents, underground publications, and older rare items forms the core of an expanding collection geared to graduate research projects.

Women's Information Center Project 454-5441

This was a six-month special project which ran from January to July of 1973. The goal was to develop a special information center to serve all of the women on campus. The service which it produced is not a library, but answers questions and provides references and referrals over a wide range of topics important to women. It was jointly funded by the School of Library and Information Services and the Human Relations Office, and will be ready to operate in Fall, 1973 if continuing funds are found.

Women's Recreation Association 454-2628

Women's Recreation Association is a student organization which plans and sponsors recreational and sports activities. Membership is automatic for undergraduates, dues are not collected, and participation is voluntary. Intramural sports include both team (bowling, basketball, volleyball) and individual events (swimming, tennis, table tennis, badminton). Special events are scheduled to arouse interest in the WRA: Happy Hour, Spring Banquet, and Hockey-Tennis-Golf Sports Day are recent examples. Intercollegiate teams play hockey, volleyball, basketball, tennis, lacrosse, and participate in swim and track meets. Affiliated clubs and interest groups include equestrians, aqualiners and fencers. Outstanding atheletes are annually recognized by Sigma Tau Epsilon sorority and by the granting of WRA Participation Cups.

Women's Studies Courses

There is at present no official women's studies program at the University. Instead, individual departments have offered courses in response to widespread student demand. In spring of 1971 there were about thirteen such courses taught. In the next two years this number gradually decreased until the spring of 1973 when there were about six. It is known now that there are ten planned for fall of 1973. This fall, for the first time, there will be a special listing in the course guide for women's studies courses. This is particularly helpful because such courses are frequently hard to identify from their titles. A proposal for a comprehensive women's studies program is now in preparation by the Ad Hoc Women's Studies Advisory Committee. Departments which have had courses include Education, English, Government & Politics, History, Health, Honors, Sociology and Speech.

Women's Studies Advisory Committee

The group was formed in the spring of 1972 and given the task of advising the Dean of Undergraduate Studies on matters relating to Women's Studies. During their first year the group also sponsored a weekly lecture series which was very well-attended. In the spring of 1973 the group was enlarged so as to be more representative of students, and charged with the preparation of a proposal for a coherent women's studies program for the College Park campus.

Research

In scattered locations about campus, many people are doing research which bears on sex differences, the psychology, sociology, history, and other aspects of women as a group. The Counseling Center, in particular, has done several studies which relate to women. It lists them in a free bibliography, and distributes copies of all of the reports. Other organized groups have done studies of women on campus, among them the Women's Information Center, and the Affirmative Action Awards and Grants Conference. The Women's Information Center is willing to serve as an archive for data from such studies. It is also compiling a list of theses, dissertations, and other research projects and articles written by students and faculty which deal in some way with women and women's affairs.

Women's Caucus

This group was organized as a lobbying organization in the fall of 1971. It is led by a council representing the faculty, undergraduate, grad student and staff segments of the membership. Caucus has been active in many different issues, including child care, women's studies, equity in faculty salaries and promotions and information services for women.

Affirmative Action Program

Under current laws, the University, like all other employers of a substantial number of people, must draw up and implement an Affirmative Action Program. The concept of affirmative action recognizes that it is not enough for an organization to simply stop discriminating against women and minority group members, but it must also take positive steps to redress wrongs that may have been done in the past. The University has set up a Human Relations Office to devise and administer the Affirmative Action program and to follow up any complaints of continuing discrimination on campus. The first part of the Program to be implemented deals extensively with employment practices. A second part has been drafted but not yet approved. It deals with awards and grants. Both of these plans protect women against specific unfair practices that once were common.

Proposed Commission on Women's Affairs

This commission was requested by the Women's Caucus in the spring of 1972 and was approved in principle by Chancellor Bishop. It's role is to oversee all women's programs. At this printing its members had not yet been appointed.